

ROLE CONFLICT IN THE POSITION OF THE ASSISTANT
HIGH SCHOOL PRINCIPAL AS PERCEIVED BY
PRINCIPALS AND ASSISTANT PRINCIPALS
IN A METROPOLITAN AREA

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CHAPTER I

INTRODUCTION

The position of the assistant principal in the American secondary school has evolved without an adequate sense of direction or underlying philosophy. What is the role of the assistant principal? This is a difficult question to answer because responsibilities and duties from school to school are considerably diverse. The role of the assistant principal in some localized areas has taken a more or less definite trend. However, the duties and responsibilities of the assistant principal are still a rather vague and undefined area of educational administration. The particular area of concern for this study focuses on the perceptions of principals and assistant principals as a possible factor in developing team work and organizing ancillary services in order to provide adequate leadership for the secondary school.

Rationale

With increased responsibilities evolving for most high school principals, it is of concern to some educators to become more aware of the role of the assistant principal.

The position is rapidly becoming more important as principals delegate many of their duties and place much more responsibility in the hands of their assistants.

As an intern in one of the large high schools in the metro-Atlanta area, and having had the opportunity to meet fifteen principals and more than thirty assistant principals, the researcher had the opportunity to interview the principals and assistant principals on the role of the assistant principal(s) in their schools.

From these interviews, the researcher found that it is important that the work of the assistant principals be coordinated in such a way as to improve the effectiveness as well as the efficiency of the administrative structure. The assistant principal should understand the duties that are being delegated as being important and principals should be aware of these perceptions. One cannot constantly be assigned duties of a routine nature or the morale of that specific individual could deteriorate and, as a result, the organization could suffer. Besides defining the specific duties of each assistant, the principal needs to create an atmosphere of team work. Holland reported on the importance of the previous statement:

The goal of any plan to supply
administrative assistants for the

principal, to define their duties, develop team work and organize ancillary services is ultimately to provide adequate leadership for the school.¹

Statement of the Problem

The purpose of this study is to compare the conflict of the observed role with the preferred role of the high school assistant principal, as perceived by principals and assistant principals in sixty high schools in the metropolitan Atlanta area.

Hypotheses

In an attempt to explore the role of the assistant principal as perceived by principals and assistant principals the researcher will test the following hypotheses:

1. There is no role conflict between actual and preferred duties of assistant principals as perceived by assistant principals.
2. There is no role conflict between actual and preferred duties of assistant principals as perceived by principals.
3. There is no difference between the perceptions of principals and assistant principals as to duties performed by the latter.

Treatment of Data

The per cents of role conflict and standard errors will be computed for the five areas of administrative

¹Bertram H. Holland, "The Principal and His Administrative Team," The Bulletin of the National Association of Secondary School Principals 52 (November 1968): 56.

functions; t-tests will be applied to determine if differences exist between the per cents of perceptions of principals and assistant principals.

The region of rejection for the null hypotheses will be established by setting the level of significance at the .05 level of confidence.

Scope of the Study

This study includes principals and assistant principals in sixty high schools in the metropolitan Atlanta area. The school systems used in the sample are Atlanta City Schools, DeKalb County Schools, and Fulton County Schools.

Population

The population sample for this study consists of forty-two high school principals and ninety-four high school assistant principals in the metropolitan Atlanta area who returned the questionnaires.

Instrument and Procedures

A search of available instruments to discover if principals and assistant principals perceived the position of assistant principal in the same manner led the researcher to a checklist and evaluation form utilized for practicum and internship at Atlanta University in the Department of Administration and Supervision and a questionnaire developed by Thaddus Allen for a thesis at Atlanta University in educational administration. Revision

of the instruments enabled the researcher to create a questionnaire appropriate for the study (see Appendix).

The questionnaire was developed to obtain data relevant to the specified purpose of this study. The questionnaire was sent to sixty principals and 126 assistant principals. The questionnaire was designed to require a forced response from principals and assistant principals. Respondents were requested to indicate for each item whether the particular duty was performed by, and/or should be performed by, an assistant principal.

The participants in the study were requested to respond to eighty-six items by simply checking two spaces for each item, as explained in the questionnaire directions. In addition, section F of the questionnaire allowed the participants to include duties not anticipated by the researcher.

In order to determine if there were a role conflict present in any of the five areas of administrative function in the position of the assistant principal, the researcher set up a model as illustrated below:

MODEL 1

Item	The duty is performed by		The duty should be performed by		
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)	
1.	X		X		} No Conflict = 0
2.		X		X	

MODEL 2

Item	The duty is performed by		The duty should be performed by		
	An Assistant	Other	An Assistant	Other	
	Principal		Principal		
	(1)	(2)	(3)	(4)	
1.	X			X	} Conflicts = 1 point for each item
2.		X	X		

In Model 1, if columns one and three or columns two and four were checked to indicate that a duty was being performed by the same person who should perform such duty, there exists no role conflict and a value of zero was given for the response. In Model 2, if columns one and four or columns two and three were checked to indicate that a particular duty was being performed by someone other than the one who should perform such duty, there exists a role conflict and a value of one was given for each conflict. This procedure was followed for each of the questionnaires. However, the questionnaire is divided into five areas of responsibility, which are: administration and school management, supervision, pupil welfare, office and clerical work, and professional and community activities. The per cents of conflict, the standard errors, and "t" scores will be determined for the five areas of administrative function in the questionnaire. The "t" test will be applied to determine if differences exist between the per cents of response of principals and assistant

principals. Forty-two questionnaires were returned by principals and ninety-four by assistant principals.

Method of Research

The descriptive-survey method of research as described by Carter V. Good¹ was utilized for this investigation.

Questionnaires were mailed to the sixty high schools in the metropolitan Atlanta area for the principals and assistant principals to complete and return. Self-addressed, stamped return envelopes were provided for each administrator involved in the study. A post card followed the original request encouraging any administrators who had not responded to do so at the earliest possible date. The questionnaires were numbered in order to identify the schools which had not responded. The final request to respond was encouraged by use of a letter to any administrator who had not complied with the original request.

Basic Assumptions

In conducting this study, the researcher relied upon certain basic assumptions. It was assumed that:

1. All administrators involved in the study would be honest in their responses, and that they would treat the questionnaire in a professional manner.

¹Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, Inc., 1959), p. 167.

2. Questionnaire responses would enable the investigator to determine the perceptions held by the principals and the assistant principals.
3. Clarification of perceptions would encourage further related investigation.
4. A useful purpose would be served by such clarification and categorization.

CHAPTER II

REVIEW OF RELATED LITERATURE

There is more information available on the role of the principal than the assistant principal, as the latter position did not come into being until high schools became larger and the need for assistants became apparent. With these thoughts in mind, one may assume that the literature is less abundant with material related to the role conflict in the position of the assistant principal. However, this review will focus on the duties and responsibilities of the assistant principals and the areas in which conflict is most likely to occur.

In spite of rather frequent appearances of the assistant principal in the literature there is altogether too little objective evidence concerning his duties and responsibilities, most of the evidence being concerned with the frequency of his appearance and similar matters. In 1926, Van Eman studied the activities of the assistant principal in fifty-two Ohio communities. He found that the chief responsibilities were concerned with clerical duties and supervision of extracurricular activities.¹

¹Charles R. Van Eman, "The Functions of the Assistant High School Principal and Other Assistant Executives," Educational Research Bulletin (March 1926): 48.

This study has become the primary evidence concerning the activities of the assistant principal and is quoted in even the most recent textbooks in secondary school administration.

Pierce described the evolution of the role of assistant principal:

The early years of the twentieth century saw the principal being relieved of many routine duties by the addition of an assistant principal and clerical assistance to allow him time for curriculum and organization revision.¹

Wright indicated in a study of assistant principals from United States city populations of 20,000 or more in 1939 that the trend was to label the position assistant principal or vice principal in 48.5 per cent and 45.4 per cent of the case respectively.² Other titles used were: submaster, vice headmaster, assistant high school superintendent and classmaster. Duties performed by the 194 respondents to Wright's questionnaire in percentage from were:

Conferences with pupils	100.0
Conferences with parents	94.3
Behavior problems	93.3
Assisting pupils to make individual programs	75.3

¹Paul R. Pierce, The Origin and Development of the Public School Principalship (Chicago: University of Chicago Press, 1935), p. 12.

²William Albert Wright, "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society 46 (April 1939): 553.

Student registration	74.2
Absence	73.2
Educational guidance	71.6
Assisting in curriculum revision	67.0
Construction of master schedule	61.9
Classroom observation	53.6
Vocational guidance and public relations	51.5 ¹

Wright indicated that the average work week for assistant principals was fifty-six hours and gathered other data related to salary, educational experience, educational preparation, average age and publications.² It appears that the position of assistant principal was dominated by men in Wright's study, as 151 males responded as compared to forty-three females. In 1939 the assistant principalship seemed to have similar function and problems as existed today.

Pittenger's book on school administration in 1951 stated that the terms assistant principal and vice-principal were widely used, and that in some of the larger schools there may be several assistant principals, each with a rather specialized assignment. He indicated that in most cases there was only one, who acted as a sort of second principal under the direction of the regular head.³

Long made a study of 355 assistant principals in New York State and listed the following among his findings:

¹Ibid., p. 556.

²Ibid.

³Benjamin F. Pittenger, Local Public School Administration (New York: McGraw-Hill, 1951), p. 211.

(1) the persons holding the position were men and women with exceptionally fine professional and personal background; (2) more than half of them served in secondary schools; (3) nearly all of them were responsible to the principals for their conduct administratively; (4) the average amount of administrative experience was nine years and the average age of the persons concerned was forty-four years.¹

Hunt and Pierce in a book on school administration, published in 1958, felt that too often the assistant principal merely helped the principal carry out a schedule which the principal alone planned. The assistant principal was shackled to routine administrative affairs, continually being interrupted by emergency situations. They suggested a different format:

Instead of thus making the assistant principal the 'leg man' for the program, the principal should guide him in planning for review and approval (sic) a schedule of procedures designed to support and implement the program that principal and staff should be cooperatively developing. Undoubtedly many unforeseen matters will occur which, if permitted to claim immediate and major attention, may interfere with a functional schedule; however, if the assistant principal is trained to systematize such items and deal with them at certain

¹Charles M. Long, "Duties of Secondary School Vice-Principals," Bulletin of the National Association of Secondary School Principals 41 (February 1957): 27-29.

hours and according to sound principles, he should be able to resist the distraction of his attention from matters that directly facilitate instruction.¹

If principals would involve their assistants in planning, it might be possible that conditions would evolve that would be more positive in nature.

The woman's position as assistant principal was looked at by Martin, and she had the female assistant principals from nineteen states and the District of Columbia rank the major duties in order of importance. The top eleven duties, according to her sample, were: (1) discipline problems, (2) supervision of instruction, (3) scheduling and coordinating department heads, (4) guidance and counseling, (5) dean of girls, (6) pupil accounting (attendance, etc.), (7) supervision of activities, (8) supervision of clerical activities, (9) curriculum revision, (10) orientation of area students, and (11) conferences with parents.²

Agreeing with others, Martin suggested that substantial evidence could be cited to support the need for careful study of the varying aspects of the assistant principal in secondary schools. Assistant principals found methods of assignment of duties and responsibilities

¹Herold C. Hunt and Paul R. Pierce, The Practice of School Administration (Boston: Houghton Mifflin Co., 1958), p. 124.

²Evelyn B. Martin, "A Profile of Women as Secondary Vice-Principals," The Bulletin of the National Association of Secondary Principals 42 (March 1958): 80.

which are written and which are arrived at jointly very satisfying. Dissatisfactions that were brought to light by Martin were: (1) responsibility for discipline, (2) burden of clerical work, (3) strained relations with higher administrators, (4) pressure and multiplicity of duties, and (5) inability to adjust to less frequent classroom contacts with students.¹ Supporting the need for further investigation of the position of assistant principal, Martin concluded:

Women vice-principals represent a narrow range of functions with discipline, supervision, scheduling, guidance, and concerns of girls named frequently as of major importance. . . . There is apparent need for more extensive research in the area of organization of the administrative team in large secondary schools to assume more efficient use of high caliber personnel.²

In 1959 Laughery expressed the opinion that detailed pattern or model for assistant principals was not practical:

Our schools present a wide variation when viewed from an organizational standpoint. Because of this, it is impractical to develop a detailed pattern for in-service experience for assistant principals which would be applicable for all secondary schools.³

¹ Ibid., p. 82.

² Ibid., p. 83.

³ Wayne W. Laughery, "Expedience or Vision in the Assignment of Assistant Principal's Duties?" The Bulletin of the National Association of Secondary School Principals 43 (September 1959): 113-14.

Laughery listed general areas for duties of assistant principals: (1) pupil personnel services; (2) certificated and non-certificated personnel services; (3) curriculum; (4) plant management; (5) community relations; and (6) general administration or educational leadership.¹

Wallace contended that schools of 1,800 or more pupils required three full-time assistant principals. This would free the principal to provide leadership for the development of the instructional program.²

Austin, French, and Hull proposed that the assistant principal should be chosen to complement the principal, and that assistant principals should work with great effectiveness in areas where the principal is weak. They also proposed that assistant principals be given greater responsibility when they improve their professional preparation, and that they should have opportunities to grow in the responsibilities of the principalship. It was also stated that considerable growth in professional stature had taken place in the position of assistant principal.³

Goddard felt that additional study was needed to determine the emerging professional role of the assistant

¹Ibid., p. 114.

²Charles E. Wallace, "An Administrative Organization Designed for Instructional Improvement," The Bulletin of the National Association of Secondary School Principals 45 (February 1961): 35.

³David B. Austin, Will French, and J. Dan Hull, American High School Administration (New York: Holt, Rinehart and Winston, 1962), pp. 164-65.

principal, and that a definite description of duties for the position would be vital. He also stated that it was the responsibility of the principal to define the role of the assistant principal on a shared basis.¹

According to Michaels, the assistant principal is an implementer of the principal's directives and direction; a decision-maker in the area of his principal-designated jurisdiction; and a suggestor to the principal. In order to implement the principal's directives it is necessary for the assistant principal to bring to fruition the philosophical and educational policies of the principal.²

If one wants, therefore, to analyze the role of the assistant principal, he simply cannot use the kind of duties with which many titles have been charged because of such lack of uniformity. What is required is an identification of the common denominator among all duties.³

In a review of the literature by Wells, Nelson, and Johnson in 1965 it was demonstrated that the duties of the assistant secondary principal were rather nebulous and undefined. They uncovered much of what has already been discussed in this section and reaffirmed the notion that

¹Gareth B. Goddard, "The Assistant Principal--Understudy or Partner in Professional Leadership," The Bulletin of the National Association of Secondary School Principals 46 (September 1962): 31-34.

²Melvin L. Michaels, "The Role of the Assistant Principal," Bulletin of the National Association of Secondary School Principals 49 (January 1965): 7-11.

³Ibid., p. 5.

there is still a significant question as to the nature of the position, the definition of its role in secondary school administration, and the standards of preparation for the position.¹

Davis and Moore in their investigation found that the major duties of the assistant principal were: helping teacher with discipline problems; notifying parents of pupil suspensions; administering the school discipline program; suspending students; conferring with parents; and supervision of the school plant.²

In a study conducted by Bolden of assistant principals in cities with at least a population of half a million, it was found that the majority of assistant principals felt that the following duties and responsibilities should be assigned to them: administering the school in the absence of the principal; pupil control; representing the principal at professional meetings; developing school standards; preparation of administrative bulletins and recommending teacher selection. In addition, they felt that they should also have something to do with the

¹Phillip C. Wells, Robert H. Nelson, and Earl M. Johnson, "The Assistant Secondary School Principal--The Professional Literature Says," The Bulletin of the National Association of Secondary School Principals 49 (January 1965): 15-22.

²E. Dale Davis, and John Moore, "The Assistant Principal in the Junior High School," The Bulletin of the National Association of Secondary School Principals 49 (January 1965): 1-4.

inspection of buildings and grounds; recommendation of teacher retentions, and dismissals and transfers.¹

Among the things that a majority thought that the assistant principal should not be responsible for are: administration of pupil locker service; administration of cafeteria services; administration of athletic program and custodial services; selection and accounting for school equipment and supplies; checking keys, locks, and lockers; selection of textbooks and administration of test books services; allocation of building for public use; acting as business manager and treasurer of the school; and issuing supplies and equipment to teachers.²

An article in Instructor of 1967 indicated that educators should work on whatever tasks that prevent the principal from adequately supervising instruction which is his prime responsibility. These tasks should be delegated to the assistant principal whenever it is professionally sound.³

Trump described an administrative staff comprised of four assistants who could free the principal from many duties and allow him to spend approximately three-fourths

¹Howard F. Bolden, "Attitude of High School Assistant Principals Toward Their Duties and Responsibilities," The Bulletin of the National Association of Secondary School Principals 40 (November 1956): 21.

²Ibid.

³"How Should a Principal and a Vice-Principal Divide Their Work?" Instructor 77 (October 1967): 37.

of his working time in the improvement of instruction. A building administrator would handle: school plant, cafeteria, transportation, office visitors and salesmen. An external relations director would be responsible for: financial needs; written proposals to the central office; written proposals to governmental agencies, foundations, and other groups, and financial proposals. He would also conduct the school's public relations program. A third assistant principal would be personnel administrator who supervises attendance, discipline, and guidance. He would also develop liaison with the police, juveniles, welfare agencies, and parents. The fourth position would be an activities director in charge of pupil and faculty extra-class activities plus supervision of athletic and non-athletic programs and faculty social activities. Trump felt that this structural change was an essential step toward the improvement of the quality of instruction in schools with enrollments approaching 2,000.¹

Kindavatter and Tosi contend that the assistant principal probably suffers from a greater degree of stress and discontent than any other position in the public school organization. To alleviate this unjustifiable situation, they have reviewed the relevant research in the field,

¹J. Lloyd Trump, "Changes Needed for Further Improvement of Secondary Education in the United States," The Bulletin of the National Association of Secondary School Principals 53 (January 1969); 118-33.

including their own, and have proposed the means for defining the role of the assistant principal along more functional and supportable lines. They contend that the position needs to be defined in such a way as to provide tasks commensurate with the professional qualifications and preparation of the incumbents, to provide the opportunity for more extensive exercising of professional judgment and freedom of action, to provide (as necessary) appropriate training for an eventual principalship, and to eliminate from the assistant principal role those components for which typical incumbents have limited interest and marginal preparation. They stated that the above provisions have frequently been inadequately met and have produced, especially in the more severe cases, a condition of role stress.¹

Secondary school assistant principals in the Maryland and Virginia schools studies by McDonough underlined this assumption. Frequently they did not share in the leadership role of the high school except in those rare cases where school-within-a-school concepts were actually used or, given schools with more traditional administrative designs, leadership-conscious principals worked to offer assistant principals leadership opportunities. These

¹Richard Kindavatter and Donald J. Tosi, "Assistant Principal: A Job in Limbo," The Clearing House 21 (May 1972): 456-57.

latter secondary clinics for leadership development were not commonplace.¹

In a study conducted by McKendry at the University of Northern Colorado, 1970, it was found that: assistant principals indicated a desire for more involvement in supervisory roles and less involvement in disciplinary roles and routine office and clerical work; and superintendents and principals indicated a desire for more involvement of assistant principals in more phases of school operation than was desired by assistant principals.²

Summary of Related Literature

The review of the literature has revealed that research on the role of the assistant principal has primarily dealt with duties and responsibilities of the position under various titles, such as vice-principal, administrative assistant, etc. by listing the various tasks and responsibilities that were performed or expected to be performed by the person holding the position.

¹Patrick J. McDonough, "An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia With Student Enrollments of 1,000 or Above," (Unpublished doctoral dissertation, Loyola University of Chicago, 1970), Abstracted in Dissertation Abstracts, June, 1971, pp. 382-83.

²Harry R. McKendry, "A Comparative Study of the Role of the Assistant Principals as Perceived by Superintendents, Principals, and Assistant Principals in Selected Districts in the State of Illinois," (Unpublished doctoral dissertation, University of Colorado, 1970), Abstracted in Dissertation Abstracts, February, 1971, pp. 3828-3829.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study is to compare the conflicts of the observed role with the preferred role of assistant principals as perceived by principals and assistant principals in high schools in the metropolitan Atlanta area.

The data for the research were secured from the specifically designed questionnaire which had eighty-six items pertinent to the purposes of this study.

The data as analyzed and interpreted in tabular and textual presentation are organized as follows:

1. The "t" score computation for principals and assistant principals in the five areas of administrative function:
 - a. Administration and School Management
 - b. Supervision
 - c. Pupil Welfare
 - d. Office and Clerical Work
 - e. Professional and Community Activities
2. The percentage responses of role conflict present for principals and assistant principals as comparative groups.
3. The percentage responses for the top ten categories of duties of assistant principals as seen by principals and assistant principals.

4. Areas of suggested increase and decrease in involvement for assistant principals as perceived by principals and assistant principals.
5. Other duties suggested by principals and assistant principals.
6. The percentage of responses listing the administrative functions and duties which are performed by and should be performed by principals and assistant principals.

The role conflicts recorded in the responses from principals and assistant principals are compared as per cents of total responses. Differences are analyzed at the .05 per cent level of confidence with 134 degrees of freedom.

Number and Per Cent of Questionnaires
Distributed and Returned

Of the 186 administrators polled, 137 responded. Although 74.0 per cent responded, only 72.0 per cent or 134 returns were usable. The three returns classified as unusable were not identifiable as to position--principal or assistant principal.

Of the 60 principals polled, forty-two responded, or 70 per cent. Of the 126 assistant principals polled 94 responded or 77.0 per cent.

Comparison of Per Cent of Conflict in
Assistant Principal's Role in the
Area of Administration and
School Management

Table 1 shows the comparison of role conflict in responses by principals and assistant principals in

Administration and School Management. Of the thirty-four items listed (see Appendix), the proportion of role conflict for principals was 8.2 per cent. For assistant principals the proportion of role conflict was 7.3 per cent. The standard error of the difference between the two per cents was 0.80. The "t" of 1.07 is not significant for it is less than the 1.98 required for significance at the .05 level of confidence with 134 degrees of freedom.

TABLE 1

COMPARISON OF PER CENT OF CONFLICT IN ASSISTANT
PRINCIPAL'S ROLE IN THE AREA OF ADMINISTRATION
AND SCHOOL MANAGEMENT

Groups	Per Cent of Conflict	Standard Error	t
Principals	8.2	0.80	1.07
Assistant Principals	7.3		

Comparison of Per Cent of Conflict in Assistant
Principal's Role in the Area of Supervision

Table 2 shows the comparison of role conflict in responses by principals and assistant principals in Supervision. Of the fifteen items listed (see Appendix), the proportion of role conflict for principals was 12.5 per cent. For assistant principals the proportion of role conflict was 12.4 per cent. The standard error of

the difference between the two per cents was 0.50. The "t" of 0.20 is not significant for it is less than the 1.98 required for significance at the .05 level of confidence with 134 degrees of freedom.

TABLE 2

COMPARISON OF PER CENT OF CONFLICT IN ASSISTANT
PRINCIPAL'S ROLE IN THE AREA OF SUPERVISION

Groups	Per Cent of Conflict	Standard Error	t
Principals	12.5	0.50	0.20
Assistant Principals	12.4		

Comparison of Per Cent of Conflict in Assistant
Principal's Role in the Area of Pupil Welfare

Table 3 shows the comparison of role conflict in responses by principals and assistant principals in Pupil Welfare. Of the fifteen items listed (see Appendix), the proportion of role conflict for principals is 11.7 per cent. For the assistant principals the proportion of role conflict is 10.4 per cent. The standard error of the difference between the two per cents is 1.48. The "t" of 0.88 is not significant for it is less than the 1.98 required for significance at the .05 level of confidence with 134 degrees of freedom.

TABLE 3

COMPARISON OF PER CENT OF CONFLICT IN ASSISTANT
PRINCIPAL'S ROLE IN THE AREA OF PUPIL WELFARE

Groups	Per Cent of Conflict	Standard Error	t
Principals	11.7	1.48	0.88
Assistant Principals	10.4		

Comparison of Per Cent of Conflict in Assistant
Principal's Role in the Area of Office
and Clerical Work

Table 4 shows the comparison of role conflict in responses by principals and assistant principals in Office and Clerical Work. Of the fourteen items listed, (see Appendix), the proportion of role conflict for principals is 5.1 per cent. For assistant principals the proportion of role conflict is 5.7 per cent. The standard error of the difference between the two per cents is 1.13. The "t" of 0.53 is not significant for it is less than the 1.98 required for significance at the .05 level of confidence with 134 degrees of freedom.

Comparison of Per Cent of Conflict in Assistant
Principal's Role in the Area of Professional
and Community Activities

Table 5 shows the comparison of role conflict in responses by principals and assistant principals in Professional and Community Activities. Of the eight items listed (see Appendix), the proportion of role conflict

for principals is 11.6 per cent. For assistant principals the proportion of role conflict is 14.8 per cent. The standard error of the difference between the two per cents is 2.20. The "t" of 1.41 is not significant for it is less than the 1.98 required for significance at the .05 level of confidence with 134 degrees of freedom.

TABLE 4

COMPARISON OF PER CENT OF CONFLICT IN ASSISTANT
PRINCIPAL'S ROLE IN THE AREA OF OFFICE
AND CLERICAL WORK

Groups	Per Cent of Conflict	Standard Error	t
Principals	5.1	1.13	0.53
Assistant Principals	5.7		

TABLE 5

COMPARISON OF PER CENT OF CONFLICT IN ASSISTANT
PRINCIPAL'S ROLE IN THE AREA OF PROFESSIONAL
AND COMMUNITY ACTIVITIES

Groups	Per Cent of Conflict	Standard Error	t
Principals	11.6	2.20	1.41
Assistant Principals	14.8		

Examination of Tables 1 through 5 indicates that, between the principals and assistant principals, there was no meaningful difference between their perceptions of

the role of assistant principal. Therefore, it would appear that principals and assistant principals tend to hold quite similar perceptions of the latter's role.

Hypotheses number one: There is no role conflict between actual and perceived duties of assistant principals as perceived by assistant principals, and number two: There is no role conflict between actual and perceived duties of assistant principals as perceived by principals, must be accepted. None of the items in each of the five areas showed a significant difference at the .05 level.

Therefore, assistant principals have indicated in this particular study that the duties they are performing are consistent with the duties they should be performing.

Comparison of Actual and Preferred Responsibility
Choices as Reported by Principals and
Assistant Principals

Table 6 shows the comparison of actual and preferred responsibility choices reported by principals and assistant principals in the area of administrative function. In comparing the principals' and assistant principals' actual choices with preferred choices, the responses of principals indicated that 34.0 per cent of them thought that the assistant principals are performing the duty, while the responses of assistant principals indicated that 35.0 per cent are performing the duty. The responses of principals indicated that 33.0 per cent preferred that

the assistant principal assume the responsibility. The standard error of the difference between the two per cents of actual performance was 0.95. The "t" of 1.05 was not significant for it is less than 1.98 at the .05 level of confidence with 134 degrees of freedom. The standard error of the difference between the two per cents of preferred performance is 0.95. The "t" of 2.11 is significant at the .05 level.

One can see that the principals and assistant principals are in agreement concerning the administrative functioning of the school. In other words, the principals and assistant principals agree on the duties the assistant principals are performing.

Although the choices for preferred performance show a significant difference in comparing principals' and assistant principals' perceptions, the researcher must accept hypothesis number three, there is no difference between the perceptions of principals and assistant principals as to duties performed by the latter.

Perceptions of Assistant Principals

Table 7 shows a "t" ratio computation for assistant principals as related to hypothesis number three. Three of the five areas of responsibility as perceived by assistant principals show a significant difference. The "t" test in area B, supervision, shows a "t" ratio of 2.78 which is significant at the .05 level. It appears

that assistant principals desire more involvement in this area. Area C, pupil welfare, shows a "t" ratio of 3.57 which is significant at the .05 level. This suggests that assistant principals desire more involvement in the welfare of pupils. This is in agreement with the perceptions of principals, as they indicate similar desires. Of the 94 assistant principals, 31 per cent of their responses in area B of the questionnaire indicated that they are responsible for the listed duties, while 36 per cent of their responses indicated that they should be responsible for the duties. This suggests that assistant principals desire more involvement in this area.

Area C, pupil welfare, shows a "t" ratio of 3.57 which is significant at the .05 level. Forty-four per cent of the responses of assistant principals indicated that they are presently responsible for these duties, while 39 per cent of the responses indicated that they should be responsible. It appears that assistant principals desire more involvement in the welfare of pupils. This is in agreement with the perceptions of principals, as they indicate similar desires.

Area D, office and clerical work, shows a "t" ratio of 2.65, which is significant at the .05 level. Thirty-three per cent of the responses of assistant principals indicate that they are responsible for these duties and 28 per cent of the responses indicate that they should be responsible for the duty.

TABLE 6

COMPARISON OF ACTUAL AND PREFERRED RESPONSIBILITY
CHOICES AS REPORTED BY PRINCIPALS AND
ASSISTANT PRINCIPALS

Administrators	N	Number of Items	Choices in Actual Performance	Per Cents Preferred Performance
Principals	42	86	34.0	33.0
Assistant Principal	94		35.0	35.0
			S.E. = 0.95 t = 1.05	S.E. = 0.95 t = 2.11*

*Significance at the .05 level of confidence.

TABLE 7

COMPARISON OF ACTUAL DUTIES WITH PREFERRED DUTIES
OF ASSISTANT PRINCIPALS

Area	Duties and Responsibilities	Actual Performance	Preferred Performance	t
A	Administration and School Management	34.0	35.0	0.88
B	Supervision	31.0	36.0	2.78*
C	Pupil Welfare	44.0	39.0	3.57*
D	Office and Cleri- cal Work	33.0	28.0	2.65*
E	Professional and Community Activities	31.0	34.0	1.23

*Significance at the .05 level of confidence.

Principals seem to indicate a need for more involve-
ment of assistant principals than is now being done.

Assistant principals do not agree with this perception, as they indicated a decrease of responsibility in this area.

Hypothesis number three must be accepted. Only three of the five areas of responsibility showed a significant difference at the .05 level.

Therefore, assistant principals have indicated in this particular study that the duties the assistant principals are performing for the most part are the duties they should be performing.

In comparing the actual duties of assistant principals with the preferred duties as reported by assistant principals, the following list was compiled. These items were in agreement with the literature on the role of the assistant principal; however, the percentage response to each item was lower, due, perhaps, to the nature of the forced response on the questionnaire. Responses of principals shown in subsequent tables were similar. The top ten items with percentage of responses are listed in Table 8 and Table 9.

It is interesting to note in Table 15 in the Appendix that assistant principals indicate a desire for more involvement in certain school affairs. In comparing column 1 to column 3, which suggests a desire for more involvement if there is an increase in number of responses from column 1 to column 3, one can see many such increases

in sections A, B, and E. However, in sections C and D, which deal with pupil welfare and office and clerical work, there is not one single increase in column 1 to column 3. This suggests that assistant principals desire less involvement in these activities. There seems to be a strong desire for more involvement in supervision, as assistant principals have increased the number of responses from column 1 to column 3 in every instance except item 38, directing the audio-visual program, in section B.

TABLE 8

TOP TEN ACTUAL DUTIES OF ASSISTANT PRINCIPALS
AS REPORTED BY ASSISTANT PRINCIPALS

Item	Per cent
1. Administration of the school in absence of the principal	98.94
2. Holding fire and civil defense drills . . .	70.21
3. Adjusting teacher-pupil problems	69.66
4. Pupil discipline involving suspension . . .	63.01
5. Pupil attendance	62.37
6. Parent conference regarding pupil discipline	61.54
7. Pupil enrollment and classification	59.14
8. Classroom visitation	58.70
9. Participate in educational matters before the public	58.70
10. Preparation of the master schedule	56.99

TABLE 9

TOP TEN DUTIES WHICH SHOULD BE PERFORMED BY ASSISTANT PRINCIPALS AS REPORTED BY ASSISTANT PRINCIPALS

Item	Per cent
1. Administration of the school in absence of the principal	98.99
2. Adjusting teacher-pupil problems	76.92
3. Pupil discipline involving suspension	67.57
4. Parent conferences regarding pupil discipline	65.93
5. Pupil attendance	64.92
6. Issuing building passes to visitors	59.78
7. Pupil enrollment and classification	58.70
8. Representing school at community functions	56.35
9. Responsible for detention	55.56
10. Administration of extra-curricular activities	54.84

Areas of responsibility listed in Table 10 appear to indicate assistant principals desire more involvement in areas A, B, and C, and less involvement in areas C and D.

Additional duties listed by assistant principals, suggesting that they should be the responsibility of the assistant principal, follow:

1. Obtain substitutes and prepare payroll--two responses.

2. Data processing scheduling and grade reports--three responses
3. New teacher supervision--two responses
4. Daily announcements--two responses
5. Approves all field trips
6. Inform principal of problems
7. Summer school principal
8. Teacher parking
9. Student parking.

Other duties listed by assistant principals, suggesting that they should not be the responsibility of the assistant principal are as follow:

1. Collection of fees
2. Maintenance of elections
3. Supervision of study halls
4. Hall monitor
5. Chairman of assembly committee.

TABLE 10
ASSISTANT PRINCIPALS' LIST OF MOST AND LEAST
APPROPRIATE DUTIES

Area	Area of Responsibility	Actual Duties Performed by an Assistant Principal	Preferred Duties by an Assis- tant Principal	Difference Between Scores
A	Administration and School Management	1072	1125	+53
B	Supervision	435	511	+76
C	Pupil Welfare	623	552	-76
D	Office and Clerical Work	437	371	-66
E	Professional and Community Activities	236	259	+83

Perceptions of Principals

Table 11 shows the values of the "t" test as computed for principals for each of the five areas of administrative function in the questionnaire. Areas A, C, and E indicate a significant difference at the .05 level. The "t" test in Area A is 7.59 which is not only significant at the .05 level, but the .01 level as well. Of the forty principals, 32.0 per cent of their responses in area A of the questionnaire indicated that the assistant principals are responsible for the listed duties, while 20.0 per cent of their responses indicated that the assistant principals should be responsible for the duties. This suggests that principals desire more involvement of assistant principals in administrative duties.

Area C, pupil welfare, shows a "t" ratio of 5.71 which is significant at the .05 level. Fifty-one per cent of responses of principals indicated that the assistant principals are presently responsible for these duties, while 45.0 per cent of the responses indicated that assistant principals should be responsible. This suggests that the particular duties in area C, could be assigned to persons other than the assistant principal.

Area E, professional and community activities, shows a "t" ratio of 2.09 which is significant at the .05 level. Eighteen per cent of the responses of principals indicates that the assistant principals are responsible for these

duties and 23.0 per cent of the responses indicate that they should be responsible for the duty. This suggests that this particular area of responsibility could be assigned to more assistant principals than is presently being done.

Hypothesis three must be accepted. Only three of the five areas of responsibility showed a significant difference at the .01 level.

TABLE 11
COMPARISON OF ACTUAL DUTIES WITH PREFERRED
DUTIES OF PRINCIPALS

Area	Duties and Responsibilities	Actual Performance	Preferred Performance	t
A	Administration and School Management	32.0	20.0	7.59*
B	Supervision	21.0	24.0	1.43
C	Pupil Welfare	51.0	45.0	5.71*
D	Office and Clerical Work	27.0	28.0	0.34
E	Professional and Community Activities	18.0	23.0	2.09*

*Significant at the .05 level of confidence.

In comparing the observed duties of assistant principals with the expected duties as perceived by principals, the following list was compiled. The top ten items with percentage of responses are listed in Table 12 and Table 13.

Table 16 in the Appendix shows the response of principals to the questionnaire. There appears to be a suggested increase of involvement in certain duties for assistant principals as the number of responses to column 3 of the questionnaire in three of the five areas are greater than the number of responses to column 1. The principals suggest more involvement of assistant principals in the particular areas in Table 14.

TABLE 12
TOP TEN ACTUAL DUTIES OF ASSISTANT PRINCIPAL
AS REPORTED BY PRINCIPALS

Item	Per Cent
1. Pupil discipline involving suspension . . .	97.62
2. Administration of the school in absence of the principal	95.24
3. Administration of pupil lockers	92.86
4. Supervision of study hall	92.68
5. Issuing building passes to visitors	85.71
6. Parent conferences regarding pupil discipline	85.71
7. Adjusting teacher-pupil problems	83.33
8. Holding fire and civil defense drills . . .	76.19
9. Pupil attendance	71.43
10. Responsible for detention	71.43

TABLE 13

TOP TEN DUTIES WHICH SHOULD BE PERFORMED BY ASSISTANT
PRINCIPALS AS REPORTED BY PRINCIPALS

Item	Per Cent
1. Administration of the school in absence of the principal	97.56
2. Administration of pupil lockers	95.24
3. Pupil discipline involving suspension	95.24
4. Adjusting teacher-pupil problems	88.10
5. Holding fire and civil defense drills	80.95
6. Issuing building passes to visitors	80.95
7. Parent conferences regarding pupil discipline	80.95
8. Preparation of administrative bulletins	78.05
9. Administrative work concerning special supervisors	73.81
10. Preparation of the master schedule	73.17

Areas of responsibility listed in Table 14 appear to indicate that principals desire more involvement in areas B, D, and E, and less involvement in areas A and C.

In two of the five areas of responsibility, the principals had fewer responses to column 3 than to column 1. This suggests that in two areas the principals thought the duty should be relinquished to someone other than the assistant principal. The largest decrease was in the area of administration and school management, from 454 responses in column 1 to 281 responses in column 3.

TABLE 14

PRINCIPALS' LIST OF MOST AND LEAST APPROPRIATE DUTIES

Area	Area of Responsibility	Actual Duties Performed by an Assistant Principal	Preferred Duties by an Assistant Principal	Difference Between Scores
A	Administration and School Management	454	281	-173
B	Supervision	136	154	+18
C	Pupil Welfare	320	286	-34
D	Office and Clerical Work	158	162	+ 4
E	Professional and Community Activities	60	76	+16

While the principals did suggest a decrease in responsibility for assistant principal in two of the five areas, it should be noted that the assistant principals suggested a decrease in responsibility for assistant principals in three of the five areas. There appears to be some agreement as to where the decrease should take place, as principals suggested that the items in area C should be the responsibility of someone other than the assistant principal, the assistant principals suggested increase in area C also.

Other duties listed by principals with an indication that they should be the responsibility of the assistant principal follow:

1. Coordinates with the police department on youth problems
2. Data processing coordinator
3. In charge of non-certified personnel
4. Make daily announcements and approve field trips.

Other duties listed by principals with no designation as to whether they should or should not be the assistant principal's responsibility follow:

1. Supervise student teachers
2. Teacher orientation
3. Summer school inventory
4. Parking and driving regulations.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

This study was designed to compare the conflict of the observed role with the preferred role of the high school assistant principal as perceived by principals and assistant principals in the metropolitan Atlanta area. Investigation of the literature provides a limited amount of research on the role conflict of the assistant principals. There also appears to be limited research in the role conflict of the assistant principal as perceived by principals and assistant principals.

Population

The population sample for this study consists of forty-two high school principals and ninety-four high school assistant principals in the metropolitan Atlanta area.

Instrument

The instrument consists of eighty-six selected statements taken from a previous questionnaire and

checklist designed to ascertain the status, duties and responsibilities of assistant principals in a metropolitan area. Slight revision of the questionnaire and checklist produced the instrument used in this study. Five separate categories of the questionnaire enabled the researcher to analyze specific areas related to the role conflict of the assistant principal.

Findings

The basic purpose of this study as stated in Chapter I is to compare the conflict between the observed role with the preferred role of the high school assistant principal as perceived by principals and assistant principals in the metropolitan Atlanta area. This purpose provided the basis for developing three hypotheses. Using the "t" test regarding these hypotheses are presented prior to listing other findings pertinent to the role conflict of the assistant principal.

Hypothesis one is: There is no role conflict between actual and preferred duties of assistant principals as perceived by assistant principals. This hypothesis must be accepted as stated under the statistical treatment designed.

Hypothesis two is: There is no role conflict between actual and preferred duties of assistant principals as perceived by principals. This hypothesis must be accepted as stated under the statistical treatment designed.

Hypothesis three is: There is no difference between the perceptions of principals and assistant principals as to duties performed by the latter. This hypothesis is also supported by the analysis of the data.

Based on the acceptance of the three null hypotheses, there was no significant difference between the principals and assistant principals in the way they viewed role conflict in the position of the high school assistant principal.

Assistant principals indicated a desire for more involvement in the following areas of responsibility:

1. Administration and school management
2. Supervision
3. Professional and community activities.

Principals indicated a desire for more involvement of assistant principals in the following areas of responsibility:

1. Supervision
2. Office and clerical work
3. Professional and community activities.

Assistant principals indicated a desire for decreased involvement in the following areas of responsibility:

1. Pupil welfare
2. Office and clerical work.

Principals indicated a desire for decreased involvement of assistant principals in the following areas of responsibility:

1. Administration and school management
2. Pupil welfare.

Conclusions

Based upon the findings of this study, the following conclusions are indicated concerning the role conflict of the assistant principal as perceived by principals and assistant principals:

1. The conflict between actual and preferred duties of the assistant principal as perceived by the administrators is at a minimum.
2. There is a small amount of conflict perceived by principals and assistant principals as to duties that should be performed by an assistant principal.
3. The perceptions of principals and assistant principals as to observed and preferred duties of the assistant principal are in close agreement.

Discussion and Implications

In drafting this study the researcher expected to find a large amount of role conflict present in the observed and preferred duties of the assistant principal. After conversations with several principals and assistant principals concerning just what was expected of the assistant principal, what were his observed and preferred responsibilities, and how much authority was delegated to him, interest in this study was intensified. Different conversations with the assistant principals revealed that they were very dissatisfied with the duties they were

performing in relation to what they should be performing. The assistant principals believed that the principals should recognize conflict as desirable and should have the ability to accept and value conflict as a source of motivation. However, the majority of the assistant principals, who were interviewed, indicated that whenever the principals were made aware of the duties that were undesirable to the assistant principal, every effort was made to correct the ongoing situation by having them to focus on the problem and developing a base for compromise.

The assistant principalship for most aspiring school administrators is an essential step. For some, it is a career position. For many others, it is a step of temporary tenure, a proving ground to test one's administrative mettle. It is in this position that the ambitious educational administrator will first experience the burden of responsibility and a modicum of authority to cope with the myriad tasks that are assigned to him. How he acquits himself with his superiors will set career in motion. How the principals perceive the job performance and attitude of the assistant principals are essential for the success of the administrator. Therefore, it is of utmost importance that the assistant principals support and cooperate with the building principals. The researcher believes that this was a determining factor for the small amount of conflict perceived by principals and assistant principals in this study. When the assistant

principals are loyal to their superiors and reject attempts to separate his authority from that of the principals a strong and uniform leadership can function. However, principals and assistant principals are in agreement on what the assistant principal's role actually is and should be.

Therefore, from the findings of this study the following implications are made:

1. Principals who are concerned with job performance of assistant principals believe that changes are being proposed, considered, and implemented in the areas where conflict is present. This is evident from the small amount of conflict reflected in this study.
2. Principals and assistant principals believe that they are professionals who have knowledge and experience, if applied, can create a better learning experience for all administrators who are involved in a leadership position.

Recommendations

Based upon the findings of this study, the following recommendations are made:

1. Further research be conducted to determine duties which are a shared responsibility of the assistant principal and other personnel.
2. Assistant principals be given more supervisory duties.
3. Assistant principals be relieved of routine office and clerical work that could be effectively handled by other school personnel.
4. Principals and assistant principals keep the lines of communication open so that the principals will be aware of the desires and aspirations of the assistant principals related to functional areas of greater or lesser concern.

APPENDICES

TABLE 15

RESPONSE OF ASSISTANT PRINCIPALS TO THE QUESTIONNAIRE

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)

A.

ADMINISTRATION AND SCHOOL MANAGEMENT

1. Administration of the school in absence of the principal	93	1	92	1
2. Pupil enrollment and classification	54	38	55	38
3. Preparation of the master schedule	52	43	53	40
4. Receipt or disbursement of pupil funds	26	68	29	65
5. Representing the school at professional meetings	40	54	24	50
6. Ordering textbooks and supplies	27	66	27	65
7. Selection of school equipment	22	71	25	68
8. Administration of pupil lockers	43	50	37	56
9. Checking keys, locks, lockers	39	52	33	58
10. Administration of the athletic program	12	82	10	83
11. Administration of extra-curricular activities	51	42	46	47
12. Management of the custodial force	30	63	31	61
13. Administration of health service	18	74	21	73

TABLE 15--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
14. Management of the office staff	39	54	47	46
15. Treasurer of the school	11	81	11	81
16. Administration of the pupil insurance program	22	71	21	72
17. Accounting for supplies and equipment	30	62	29	62
18. Administration of textbook service	42	50	42	50
19. Administration of guidance service	24	80	36	58
20. Administrative work concerning special supervisors	31	59	45	43
21. Preparation of school reports to the State Department	19	75	20	74
22. Preparation of school reports to the superintendent	20	74	24	69
23. Preparation of the school calendar	32	62	35	59
24. Preparation of administrative bulletins	40	52	42	48
25. Making the school budget	17	13	17	75
26. Issuing supplies and equipment to teachers	25	68	24	68

TABLE 15--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
27. Inspection of buildings and grounds	35	58	42	51
28. Holding fire and civil defense drills	48	46	66	28
29. Business management of the school	20	73	24	68
30. Allocation of school building for public use	41	52	50	44
31. Administration of pupil transportation	30	63	28	65
32. Management of cafeteria operation	14	79	12	82
33. Administration of the testing program	9	84	12	81
34. Assigning student teachers	16	78	15	78
B.				
<u>SUPERVISION</u>				
35. Classroom visitation	46	48	54	38
36. Conducting teachers' meetings	33	59	39	52
37. Developing courses of study	22	71	25	65
38. Directing the audio-visual program	11	79	10	80
39. Developing the school philosophy	20	64	22	69

TABLE 15--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
40. Holding meetings of department heads	20	65	25	60
41. Organization of curricula (determining and planning courses of study and content)	22	70	29	62
42. Post-visitational conferences with teachers	42	48	45	44
43. Recommendations concerning teacher employment	41	50	48	83
44. Rating teachers	41	51	48	46
45. Recommendations concerning teacher promotion or transfer	40	52	45	47
46. Setting up and supervising instructional experiments	25	68	36	57
47. Sponsoring student council	23	70	27	66
48. Supervision of study hall	30	61	32	61
49. Supervision of guidance program	19	73	26	64

C.

PUPIL WELFARE

50. Chaperone pupil social activities	42	52	32	60
51. Control of pupil in cafeteria	49	42	37	53

TABLE 15--Continued

	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
52. Responsible for detention	50	40	39	50
53. Adjusting programs of pupils	42	50	34	55
54. Adjusting teacher-pupil problems	70	21	62	27
55. Counseling with pupils	38	55	35	56
56. Organizing and conducting assemblies	43	50	43	49
57. Parent conferences regarding pupil adjustment	43	48	41	50
58. Parent conferences regarding pupil discipline	60	31	56	35
59. Educational guidance of pupils	16	76	16	76
60. Health of pupils	5	85	5	85
61. Pupil employment	10	80	7	84
62. Pupil discipline involving suspension	50	24	46	27
63. Pupil discipline involving expulsion	45	48	41	50
64. Pupil attendance	60	33	58	35

D.

OFFICE AND CLERICAL WORK

65. Certifying pupils for graduation	23	68	21	73
66. Certifying or issuing transcripts of marks to other schools	17	74	16	75

TABLE 15--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
67. Effecting transfer of pupils to other schools	23	68	20	71
68. Checking records for admission	26	65	22	69
69. Issuing building passes to visitors	55	37	48	46
70. Issuing excuses for pupil absence	35	59	28	65
71. Issuing excuses for pupil tardiness	35	59	27	64
72. Issuing permits for students to leave the building	50	44	41	52
73. Processing requisitions for supplies and equipment	30	64	29	64
74. Program scheduling of students	46	48	44	50
75. Registering and scheduling new students	32	60	27	65
76. Routine office and clerical work (records, reports, correspondence, etc.)	38	56	33	60
77. Selling tickets to school affairs	11	83	3	91
78. Distributing transportation tickets	16	77	12	81

TABLE 15--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)

E.

PROFESSIONAL AND COMMUNITY ACTIVITIES

79. Conferences relative to vocational placement	12	81	8	84
80. Director of public relation program	16	77	21	71
81. Member of PTA executive council	20	66	25	67
82. Member of PTA committees	20	66	26	60
83. Parental conferences relative to community activities	43	49	46	47
84. Preparation of school publicity	24	69	27	65
85. Represent school at community functions	52	40	52	40
86. Participate in educational matters before the public	49	45	54	38

TABLE 16

RESPONSE OF PRINCIPALS TO THE QUESTIONNAIRE

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)

A.

ADMINISTRATION AND SCHOOL MANAGEMENT

1. Administration of the school in absence of the principal	40	2	40	1
2. Pupil enrollment and classification	22	20	21	21
3. Preparation of the master schedule	29	13	30	11
4. Receipt or disbursement of pupil funds	3	38	6	35
5. Representing the school at professional meetings	15	16	15	17
6. Ordering textbooks and supplies	4	38	4	37
7. Selection of school equipment	7	35	9	33
8. Administration of pupil lockers	39	3	40	2
9. Checking keys, locks, lockers	21	20	25	17
10. Administration of the athletic program	1	41	1	40
11. Administration of extra-curricular activities	20	22	20	21
12. Management of the custodial force	8	34	10	32

TABLE 16--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
13. Administration of health service	11	30	12	30
14. Management of the office staff	13	29	17	25
15. Treasurer of the school	1	41	1	41
16. Administration of the pupil insurance program	6	36	8	34
17. Accounting for supplies and equipment	13	27	16	24
18. Administration of textbook service	12	28	19	27
19. Administration of guidance service	8	32	12	28
20. Administrative work concerning special supervisors	10	32	31	11
21. Preparation of school reports to the State Department	4	38	5	37
22. Preparation of school reports to the superintendent	6	36	6	36
23. Preparation of the school calendar	18	24	19	23
24. Preparation of administrative bulletins	28	13	32	9
25. Making the school budget	2	40	1	41

TABLE 16--Continued

Item	The duty is performed by		The duty should be performed by ..	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
26. Issuing supplies and equipment to teachers	9	33	6	36
27. Inspection of buildings and grounds	14	28	21	21
28. Holding fire and civil defense drills	32	10	34	8
29. Business management of the school	2	40	5	37
30. Allocation of school building for public use	18	24	22	20
31. Administration of pupil transportation	19	23	19	22
32. Management of cafeteria operation	2	40	4	38
33. Administration of the testing program	8	34	11	31
34. Assigning student teachers	9	33	9	33
B.				
<u>SUPERVISION</u>				
35. Classroom visitation	18	24	27	15
36. Conducting teachers' meetings	11	30	15	27
37. Developing courses of study	3	39	7	35
38. Directing the audiovisual program	3	38	3	39

TABLE 16--Continued

Item	The duty is Performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
39. Developing the school philosophy	3	39	6	35
40. Holding meetings of department heads	4	38	9	33
41. Organization of curricula (determining and planning courses of study and content)	2	40	1	41
42. Post-visitational conferences with teachers	10	32	13	29
43. Recommendations concerning teacher employment	13	28	14	28
44. Rating teachers	17	25	18	24
45. Recommendations concerning teacher promotion or transfer	6	35	8	34
46. Setting up and supervising instructional experiments	4	38	9	33
47. Sponsoring student council	2	40	4	38
48. Supervision of study hall	38	3	17	25
49. Supervision of guidance program	2	40	3	39

C.

PUPIL WELFARE

50. Chaperone pupil social activities	20	22	12	30
51. Control of pupil in cafeteria	28	14	15	27

TABLE 16--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
52. Responsible for detention	30	12	19	23
53. Adjusting programs of pupils	16	25	14	28
54. Adjusting teacher-pupil problems	35	7	37	5
55. Counseling with pupils	15	27	13	29
56. Organizing and conducting assemblies	25	17	28	14
57. Parent conferences regarding pupil adjustment	24	18	23	19
58. Parent conferences regarding pupil discipline	36	6	34	8
59. Educational guidance of pupils	9	33	10	42
60. Health of pupils	2	39	3	38
61. Pupil employment	2	40	3	39
62. Pupil discipline involving suspension	41	1	40	2
63. Pupil discipline involving expulsion	7	35	6	36
64. Pupil attendance	30	12	29	13

D,

OFFICE AND CLERICAL WORK

65. Certifying pupils for graduation	5	37	6	36
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TABLE 16--Continued

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
66. Certifying or issuing transcripts of marks to other schools	2	40	3	39
67. Effecting transfer of pupils to other schools	8	34	8	34
68. Checking records for admission	9	33	10	32
69. Issuing building passes to visitors	36	6	34	8
70. Issuing excuses for pupil absence	18	24	16	26
71. Issuing excuses for pupil tardiness	14	28	13	29
72. Issuing permits for students to leave the building	23	19	22	20
73. Processing requisitions for supplies and equipment	8	31	9	32
74. Program scheduling of students	12	30	15	17
75. Registering and scheduling new students	6	36	12	30
76. Routine office and clerical work (records, reports, correspondence, etc.)	13	29	11	31
77. Selling tickets to school affairs	1	41	1	41
78. Distributing transportation tickets	3	39	2	40

TABLE 16--Continued

Item	The duty is performed by		The duty should be performed by ..	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)

E.

PROFESSIONAL AND COMMUNITY ACTIVITIES

79. Conferences relative to vocational placement	2	40	3	39
80. Director of public relation program	3	39	4	39
81. Member of PTA executive council	5	37	6	36
82. Member of PTA committees	2	40	4	38
83. Parental conferences relative to community activities	10	32	20	21
84. Preparation of school publicity	1	40	2	40
85. Represent school at community functions	17	25	21	21
86. Participate in educational matters before the public	20	22	16	26

QUESTIONNAIRE DIRECTIONS

This instrument is designed to compare the role conflict in the position of the assistant high school principal as perceived by principals and assistant principals in a metropolitan area. Please consider each item carefully before responding. All items require simple checks in the spaces provided.

For each duty or responsibility listed in the sub-section which follow, please comply with the following directions:

If you feel that an assistant principal has full responsibility for the particular duty (subject, of course, to the general control of the principal), check column 1.

If you feel that someone other than an assistant principal has responsibility for the duty, check column 2.

If you feel that an assistant principal should have full responsibility for the particular duty (subject, of course, to the general control of the principal), check column 3.

If you feel that someone other than an assistant principal should have responsibility for the duty, check column 4.

Please note: there should be 2 checks for each question. One check in columns 1 or 2, another check in columns 3 or 4.

QUESTIONNAIRE

Please designate your present position:

(1) Principal ()

(2) Assistant Principal ()

Please circle the number of assistant principals in your high school: 0 1 2 3 4.

A.

ADMINISTRATION AND SCHOOL MANAGEMENT

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
1. Administration of the school in absence of the principal				
2. Pupil enrollment and classification				
3. Preparation of the master schedule				
4. Receipt or disbursement of pupil funds				
5. Representing the school at professional meetings				
6. Ordering textbooks and supplies				
7. Selection of school equipment				
8. Administration of pupil lockers				
9. Checking keys, locks, lockers				
10. Administration of the athletic program				

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
11. Administration of extra-curricular activities				
12. Management of the custodial force				
13. Administration of health service				
14. Management of the office staff				
15. Treasurer of the school				
16. Administration of the pupil insurance program				
17. Accounting for supplies and equipment				
18. Administration of text-book service				
19. Administration of guidance service				
20. Administrative work concerning special supervisors				
21. Preparation of school reports to the State Department				
22. Preparation of school reports to the superintendent				
23. Preparation of the school calendar				
24. Preparation of administrative bulletins				

Item	The duty is performed by	The duty should be performed by
	An Assistant Principal (1) Other (2)	An Assistant Principal (3) Other (4)
25. Making the school budget		
26. Issuing supplies and equipment to teachers		
27. Inspection of buildings and grounds		
28. Holding fire and civil defense drills		
29. Business management of the school		
30. Allocation of school building for public use		
31. Administration of pupil transportation		
32. Management of cafeteria operation		
33. Administration of the testing program		
34. Assigning student teachers		

B.

SUPERVISION

35. Classroom visitation

36. Conducting teachers' meetings		
37. Developing courses of study		
38. Directing the audio-visual program		

Item	The duty is performed	The duty should be performed by
	An Assistant Principal (1) Other (2)	An Assistant Principal (3) Other (4)
39. Developing the school philosophy		
40. Holding meetings of department heads		
41. Organization of curricula (determining and planning courses of study and content)		
42. Post-visitational conferences with teachers		
43. Recommendations concerning teacher employment		
44. Rating teachers		
45. Recommendations concerning teacher promotion or transfer		
46. Setting up and supervising instructional experiments		
47. Sponsoring student council		
48. Supervision of study hall		
49. Supervision of guidance program		

Item	The duty is performed by		The duty should be performed by ..	
	An Assistant Principal	Other	An Assistant Principal	Other
	(1)	(2)	(3)	(4)

C.

PUPIL WELFARE

50. Chaperone pupil social activities

51. Control of pupil in cafeteria		
52. Responsible for detention		
53. Adjusting programs of pupils		
54. Adjusting teacher-pupil problems		
55. Counseling with pupils		
56. Organizing and conducting assemblies		
57. Parent conferences regarding pupil adjustment		
58. Parent conferences regarding pupil discipline		
59. Educational guidance of pupils		
60. Health of pupils		
61. Pupil employment		
62. Pupil discipline involving suspension		
63. Pupil discipline involving expulsion		

Item	The duty is performed by		The duty should be performed by	
	An Assistant Principal (1)	Other (2)	An Assistant Principal (3)	Other (4)
64. Pupil attendance				

D.

OFFICE AND CLERICAL WORK

65. Certifying pupils for graduation

66. Certifying or issuing transcripts of marks to other schools		
67. Effecting transfer of pupils to other schools		
68. Checking records for admission		
69. Issuing building passes to visitors		
70. Issuing excuses for pupil absence		
71. Issuing excuses for pupil tardiness		
72. Issuing permits for students to leave the building		
73. Processing requisitions for supplies and equipment		
74. Program scheduling of students		
75. Registering and scheduling new students		

Item	The duty is performed by	The duty should be performed by ..
	An Assistant Principal(1).....	Other Principal(2).....
76. Routine office and clerical work (records, reports, correspondence, etc.)		
77. Selling tickets to school affairs		
78. Distributing transportation tickets		

E.

PROFESSIONAL AND COMMUNITY ACTIVITIES

79. Conferences relative to vocational placement

80. Director of public relation program		
81. Member of PTA executive council		
82. Member of PTA committees		
83. Parental conferences relative to community activities		
84. Preparation of school publicity		
85. Represent school at community functions		
86. Participate in educational matters before the public		

F.

OTHER DUTIES

Please list any other additional items below:

The assistant principal performs	The assistant principal should perform
87.	
88.	
89.	
90.	

ATLANTA UNIVERSITY
Atlanta, Georgia
School of Education
Department of Educational Administration

December 1, 1978

Dear Principal:

The enclosed questionnaires are part of a study being conducted of high school assistant principals in a metropolitan areas. It is being done as a specialist research study in cooperation with the Department of Educational Administration at Atlanta University. This project is specifically concerned with determining the role conflict in the position of the assistant high school principal as perceived by principals and assistant principals in a metropolitan area.

The role conflict in the position of the assistant principal has become increasingly important, as principals have relinquished many of their duties to assistants due to pressing demands on their own time. It is of importance to determine proper role conflicts for assistant principals as well as determining administrative perceptions of this rapidly expanding position.

Would you please complete one questionnaire and forward the enclosed questionnaires and self-addressed envelopes to the assistant principal(s): It will be appreciated if the questionnaires are returned before December 20, 1978. We are limiting the study to high schools in the metropolitan area. The research cannot be completed without your assistance. An abstract of the results will be sent, at your request, to all participating high schools.

Thank you for your cooperation.

Sincerely yours,

Sweetie S. Jones, Researcher
Dr. S. Silverstein, Advisor

/SSJ

Enclosures

ATLANTA UNIVERSITY
Atlanta, Georgia
School of Education
Department of Educational Administration

January 10, 1979

Dear Principal and Assistant Principal:

I recently mailed you questionnaires concerning the role conflict in the position of the assistant high school principal as perceived by principals and assistant principals in a metropolitan area. As I indicated the study which I am undertaking is a requirement for the Educational Specialist Degree at Atlanta University.

If you have not returned the questionnaire, would you please take a few moments to complete it. I would appreciate a reminder to your associates as well. The responses will be handled in a confidential manner, as no school system will be identified in the study.

Thank you for cooperating. I need your response to make this a valid study.

Sincerely yours,

Mrs. Sweetie S. Jones, Researcher
Dr. S. Silverstein, Advisor

P.S. The questionnaire can be mailed to:

S. Jones
960 Peyton Road, S.W.
Atlanta, Georgia 30311

ATLANTA UNIVERSITY
Atlanta, Georgia
School of Education
Department of Educational Administration

January 20, 1979

Dear Principal and Assistant Principal:

You recently received a questionnaire concerning the role conflict of the high school assistant principal in a metropolitan area. This study is being undertaken as specialist research study in cooperation with the Department of Educational Administration at Atlanta University.

If you haven't completed a questionnaire and returned it, would you please take a few minutes of your time to complete the one attached? However, I realize that your schedule is very full at this time, but it would be greatly appreciated if you would cooperate.

All information will be held in strict confidence as no individual, school, or system will be identified in the study. Please return the questionnaire as soon as possible, as each question only requires two simple checks. An abstract of the results will be sent to all participating districts. Please complete the questionnaire, as the study can't be concluded without your assistance.

Sincerely yours,

Mrs. Sweetie S. Jones, Researcher
Dr. S. Silverstein, Advisor

/SSJ

P.S. It is essential that you designate your present position as requested in the questionnaire. I would be genuinely grateful for your participation in this project.

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